

VIRGINIA STANDARDS OF LEARNING

Spring 2006 Released Test

END OF COURSE WRITING

CORE 1

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DIRECTIONS

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen.

SAMPLE A

A Special Person

In English class, Sarah has been asked to write a description of someone special to her. Sarah wants to write about her older brother.

Which of these would *best* help Sarah write her description of her older brother?

- A Calling his friends and telling them about him
- B Thinking about all the things she likes about him
- C Making a list of things she wants him to do for her
- D Asking him to take her to the library

SAMPLE B

Here is the first part of Sarah's rough draft.

DRAFT A

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been there to help me out and has been there for me when I needed him.

How are sentences 1 and 2 *best* combined?

- F A special person in my life is Ben, my big brother.
- G A special person in my life is Ben, he is my big brother.
- H In my life a special person is my big brother, his name is Ben.
- J My big brother Ben, he is a special person in my life.

SAMPLE C

Sarah has written a second draft of the first part of her essay.

DRAFT B

(1)A special person in my life is my big brother. (2)His name is Ben. (3)He has always been supportive of me.

In rewriting sentence 3 of Draft A, how has Sarah improved sentence 3 of Draft B?

- A She has created a fragment.
- B She has changed the meaning entirely.
- C She has expressed the idea more concisely.
- D She has shifted the point of view.

SAMPLE D

Here is the next part of Sarah's rough draft.

(4)The best thing about my brother is that he helps me with my homework. (5)He's a really good student.

In sentence 4, he helps is correctly written —

- F he were helping
- G he help
- H he have helped
- J as it is

Buffalo Soldiers

Lu's American history teacher assigns a report on a topic relating to the time period after the Civil War.

- 1 Lu decides to write about African-American soldiers who served after the Civil War. Which of the following would *most* help her gather information for her report?
- A Looking up “military” in the dictionary
 - B Making a list of facts about the Civil War
 - C Constructing a chronology of Civil War battles
 - D Doing a search on the Internet for Civil War military units

Lu makes this preliminary outline for her paper. Use it to answer question 2.

- I. Creation of African-American military units
 - A. Lincoln's influence
 - B. Congressional action
- II. Nickname of units—Buffalo Soldiers
- III. Location of units
- IV. Responsibilities of units
 - A. Civilian construction
 - B. Military jobs

2 Lu decides to add information about how the Buffalo Soldiers acted as police. Where should she place “Law enforcement” in the outline?

- F** Section I
- G** Section II
- H** Section III
- J** Section IV

Here is the first part of Lu’s rough draft. Use it to answer questions 3–5.

(1) During the Civil War, President Abraham Lincoln approved the creation of African-American military units. (2) The units served with distinction, with some, such as the Massachusetts 54th Regiment, achieving lasting fame. (3) Following the war, Congress authorized the continuation of African-American units. (4) Assigned to the West, these soldiers on horseback became a familiar sight throughout Oklahoma, Texas, Arizona, and New Mexico and, later, in the upper western states of Nevada and Utah. (5) Native American (First American) tribes such as the Cheyenne and Comanche called the soldiers “Buffalo Soldiers,” a tribute to their willingness to follow the buffalo trails across the dangerous plains.

(6) While the Buffalo Soldiers saw military action throughout the West from 1866 to the 1890s, they also served a crucial engineering function in Oklahoma. (7) In the Oklahoma territory, they oversaw the construction of telegraph lines, which was viewed as the important first step to uniting the western and eastern portions of the country. (8) The project became urgent after the war. (9) The soldiers scouted potential areas for erecting the poles and stringing the wires. (10) They also provided security for the work crews who constructed the lines.

(11) Building a railroad across the open plains was an engineering feat that had never before been attempted on so large a scale. (12) In fact, the soldiers became so adept at construction that they actually designed and assembled their own home, Fort Sill. (13) The Buffalo Soldiers assisted with the engineering phase of the railway planning by providing scouts and guides to escort engineers along the proposed path of the railway. (14) They also assisted with the actual building of the railway. (15) Weren’t they awesome?

(16) Besides being called upon to serve as engineers and construction workers, the Buffalo Soldiers also enforced the law. (17) The territories were often lawless environments where bandits and thieves preyed on stagecoaches and towns. (18) One day, the soldiers might chase cattle rustlers who had stolen a large herd of cattle from open rangeland. (19) The next day, they might hunt down train robbers or stagecoach thieves. (20) Over the years, these capable soldiers captured many criminals.

3 Lu rereads her draft and discovers that she needs a transition sentence between paragraphs 2 and 3. Which of the following is the *best* transition sentence for her to add before sentence 11?

- A The Kansas Pacific Railroad was organized as early as September 1863.
- B Building a railroad like the Kansas Pacific takes a great deal of time, money, and people.
- C The Buffalo Soldiers likewise provided important assistance in the construction of the Kansas Pacific Railroad.
- D The Union Pacific Railroad line had many branches, including the Kansas Pacific Railroad.

4 Lu discovers a sentence that is *not* in the correct place. Which sentence in paragraph 3 should she move?

- F Sentence 11
- G Sentence 12
- H Sentence 13
- J Sentence 14

5 As Lu rereads her draft, she notices a sentence in paragraph 3 that does *not* fit the tone of her report. Which sentence should she revise?

- A The Buffalo Soldiers assisted with the engineering phase of the railway planning by providing scouts and guides to escort engineers along the proposed path of the railway.
- B They also assisted with the actual building of the railway.
- C In fact, the soldiers became so adept at construction that they actually designed and assembled their own home, Fort Sill.
- D Weren't they awesome?

Read the next part of Lu’s rough draft, and use it to answer questions 6–11. This section has groups of underlined words. The questions ask about these groups of underlined words.

(21)The Buffalo Soldiers were also called upon to protect the rights of the Native American (First American) inhabitants of the territory, known as “Indian Territory” prior to statehood. (22)In Oklahoma, early settlers’ who illegally entered Indian land were known as “Sooners.” (23)The American government was committed to expelling them. (24)The Buffalo Soldiers were given the task of pushing the Sooners back into Kansas and to keep them out. (25)Similarly, timber mills built by dishonest businessmen seeking wealth would mysteriously appear on Indian land. (26)They supplied lumber to the people settling along the frontier. (27)At this time, the cavalry units were the primary law enforcement in the territory, so their job was very important. (28)The Buffalo Soldiers tried their best to keep the peace.

(29)The Buffalo Soldiers signed up for five-year terms of service and in return received room and board, clothing, and thirteen dollars a month. (30)Serving in difficult conditions, they never knew for certain where they would be sent. (31)Since they performed the tasks of engineers, construction workers, and police officers, they gained the respect of military leaders and civilians alike. (32)The Buffalo Soldiers performed their tasks effectively, and by the 1890s they represented one-fifth of the entire military West of the Mississippi River. (33)They left a legacy of achievement and astounding adaptability that still inspires people today.

6 In sentence 22, how is settlers' correctly written?

- F settler's
- G settlers's
- H settlers
- J As it is

7 In sentence 23, how is comitted correctly written?

- A committeed
- B committed
- C comited
- D As it is

8 In sentence 24, how is pushing the Sooners back into Kansas and to keep them out correctly written?

- F to push the Sooners back into Kansas and to keep them out
- G pushing the Sooners back into Kansas and keeping them out
- H to push the Sooners back into Kansas and keeping them out
- J As it is

9 In sentence 31, how is engineers, construction correctly written?

- A engineers construction
- B engineers; construction
- C engineers construction,
- D As it is

10 In sentence 32, how is affectively correctly written?

- F affective
- G effectively
- H effective
- J As it is

11 In sentence 32, how is West of the Mississippi correctly written?

- A west of the Mississippi
- B West of the mississippi
- C west of the mississippi
- D As it is

The Making of Star Wars

Joaquin's media studies teacher asks the students to write a paper on an influential event in American filmmaking. Joaquin decides to write about *Star Wars*.

- 12 To be sure his writing is focused, what should Joaquin do first?
- F Narrow the topic
 - G Develop an ending
 - H Consult a handbook
 - J Write a rough draft

Here are two drafts of the first part of Joaquin’s paper. Use them to answer questions 13–17.

DRAFT A

Twenty-five years ago, the original *Star Wars* movie was produced. It introduced us to things we had never seen before in a movie. It was the first movie of its kind. It broke box-office records and earned seven Academy Awards.

In 1977, something happened that would change moviemaking forever: the film *Star Wars* was released in theaters. It mixed action and special effects. It captured the imaginations of viewers everywhere. The movie’s phenomenal success led many studios to try to copy its exciting plot and sophisticated visual effects. Incredibly, no one in Hollywood had expected the film to amount to much.

How did this beloved film come to be? The answer can be summed up in two words: George Lucas. A film-school graduate, Lucas directed a flop after graduating but soon afterward redeemed himself with a box-office success. Lucas indicated that the script he wrote for the movie studio was partly inspired by the old movies he loved as a child. A movie studio then offered Lucas some money to develop a script.

DRAFT B

Twenty-five years ago, the original *Star Wars* movie was produced. Long before computer animation in films, it introduced viewers to good robots, aliens, and heroes who wield light sabers. The first of its kind, the film broke box-office records and earned seven Academy Awards.

Although the first *Star Wars* film had suffered the twin ills of a low budget and a chaotic shooting schedule during its production phase, nothing was uncertain about the film's release. To say that it was successful is a gross understatement of its success and does not even begin to describe the success of the film. From the beginning, *Star Wars* became intimately interwoven with the fabric of popular culture. Some film critics even go so far as to say that the current Hollywood trend of producing big blockbusters originated with *Star Wars*. To comprehend the significance of the film, we must begin by investigating the forces behind the film, particularly its creator, George Lucas.

As a boy, Lucas loved to watch movie after movie. He was captivated by their swashbuckling heroes, evil villains, and damsels in distress. These images stayed with him as he embarked on his filmmaking career. In 1972, Lucas, a graduate of the University of Southern California's film school, directed *American Graffiti*. His second feature film and his first box-office success. Because of *American Graffiti*, 20th Century Fox, the movie studio, was willing to take a chance on Lucas's next idea. They offered him \$15,000 to develop a script.

13 In paragraph 2 of Draft A, how can Joaquin *best* combine these sentences without changing their meaning: It mixed action and special effects. It captured the imaginations of viewers everywhere.

- A By mixing action and special effects, it captured the imaginations of viewers everywhere.
- B It mixed action, it mixed special effects, and it captured the imaginations of viewers everywhere.
- C Mixing actions and special effects and capturing the imaginations of viewers everywhere were what the film was doing.
- D It mixed and captured action and special effects and the imaginations of viewers everywhere.

14 Joaquin wants to help readers better understand this sentence from Draft A: Lucas indicated that the script he wrote for the movie studio was partly inspired by the old movies he loved as a child. To add more specific information, he should —

- F tell Lucas's exact age
- G give a definition of "movie"
- H repeat Lucas's first name
- J include examples of movies

15 In which sentence from Draft B does Joaquin needlessly repeat information already given in the sentence?

- A The first of its kind, the film broke box-office records and earned seven Academy Awards.
- B To say that it was successful is a gross understatement of its success and does not even begin to describe the success of the film.
- C Some film critics even go so far as to say that the current Hollywood trend of producing big blockbusters originated with *Star Wars*.
- D These images stayed with him as he embarked on his filmmaking career.

16 Joaquin finds an incomplete sentence in Draft B. Which sentence should be revised because it is *not* a complete sentence?

- F He was captivated by their swashbuckling heroes, evil villains, and damsels in distress.
- G In 1972, Lucas, a graduate of the University of Southern California's film school, directed *American Graffiti*.
- H His second feature film and his first box-office success.
- J They offered him \$15,000 to develop a script.

17 Joaquin wants to add a sentence to the end of paragraph 3 in Draft B. Which sentence would fit *best*?

- A Lucas's family purchased a television set in 1954.
- B Eventually that script became *Star Wars*.
- C The studio wanted to cast Lucas's movie with big-name stars.
- D Lucas had always seen *Star Wars* as a nine-part saga.

Read the next part of Joaquin’s rough draft, and use it to answer questions 18–21. This section has groups of underlined words. The questions ask about these groups of underlined words.

As millions of fans know, *Star Wars* is about a young man, Luke Skywalker who becomes a Jedi knight and leads rebel forces in a war against an evil empire. However, George Lucas’s early drafts were very different from the final version. At one point, the smuggler Han Solo would be going to be a green-skinned alien with gills.

When the filming began, it was plagued with endless problems, including a tight budget and an unrealistic schedule. The movie was being shot in the Tunisian desert, which was freezing cold at night, insufferably hot during the day, and often prone to sandstorms. Some of the actors had to deal with uncomfortable costumes as well. For example, British actor Anthony Daniels lost an average of four pounds a day through perspiration, the result of wearing his robot costume in the desert heat.

When the film was finally completed, 20th Century Fox was nervous. Producer Gary Kurtz had advertised the film at various science fiction conventions, but the studio had not done much else to promote it. Even Lucas’s friends were skeptical about the film. One of the few friends who liked it was Steven Spielberg, who predicted *Star Wars* would make a fortune.

Spielberg was right. On opening night, long lines formed outside theaters. People who had seen *Star Wars* advertised at conventions had done something Fox had not expected: spread the word to the general public. *Star Wars* had the most big and exciting opening weekend of any film that had preceded it, and that was only the beginning. Since that first movie, several *Star Wars* movies have been released, and fans keep clamoring for more.

18 **How is young man, Luke Skywalker correctly written?**

- F young, man Luke Skywalker
- G young man Luke Skywalker
- H young man, Luke Skywalker,
- J As it is

19 **How is would be going to be correctly written?**

- A is being
- B was being
- C was to be
- D As it is

20 **How is freezing cold at night, insufferably hot during the day, and often prone to sandstorms correctly written?**

- F freezing cold at night, insufferably hot, during the day, and often prone to sandstorms
- G freezing cold at night, insufferably hot during the day, and often, prone to sandstorms
- H freezing cold, at night, insufferably hot during the day, and often prone to sandstorms
- J As it is

21 **How is most big and exciting correctly written?**

- A most big and excitingest
- B biggest and most exciting
- C biggest and most excitingest
- D As it is

Banks, Bligh, and Breadfruit

Keisha's history teacher asks the students to write an informal report on a topic of their choice.

Keisha makes this list in writing her report. Use it to answer question 22.

How Breadfruit Trees Reached Jamaica

1. Joseph Banks was one of England's first botanists.
2. Banks went on several ocean voyages to collect plants that did not grow in England.
3. Banks got the idea of transporting breadfruit trees from Tahiti to Jamaica.
4. Banks was not able to go on the voyage.
5. Banks's friend Captain Bligh presided over the voyage that would transport the trees.
6. A mutiny occurred aboard Captain Bligh's ship.
7. The sailors threw the breadfruit trees overboard.
8. In 1793, a load of breadfruit trees finally reached Jamaica.

22 Based on Keisha's list, which organizational pattern will she *most* likely use in her paper?

- F Cause/effect
- G Spatial order
- H Chronological order
- J Comparison/contrast

Here are two drafts of the first part of Keisha’s paper. Use them to answer questions 23–26.

DRAFT A

Joseph Banks was born in England in 1743. Even at a young age, he was fascinated by the rich variety of plants that nature produced. From his tutor, Banks learned how to collect, group, and name plants. With this knowledge at his disposal, he could not be stopped. His knowledge grew, and in 1766 he made his first long trip as a naturalist. Sailing through the waters of Newfoundland and Labrador, Banks collected, pressed, dried, and labeled many plants he had never seen before.

Banks’s work won the respect of other scientists; soon after his return to England, he was invited to join a group of scholars called the Royal Society. Partly through his new connections, Banks was able to join an expedition led by the great sea explorer Captain Cook. The Royal Society was founded in 1660, almost 350 years ago. The long sea voyage took Banks around the world. One of his most exciting plant discoveries was the breadfruit tree of Tahiti. Grains such as wheat did not grow well in hot, moist places like Tahiti, but filling, delicious breadfruit was a good substitute for bread.

DRAFT B

In England in the mid-1700s, botany, the study of plants, was still in its early stages. Many of the people of the day would have laughed at the idea that the study of plants could be a valuable science. Plants and flowers were considered a suitable hobby for women, and not much more. To a young man named Joseph Banks, however, plants were so fascinating that he decided to brave society's disapproval. Banks was disappointed to learn that his school, Oxford University, had no courses about plants, but he was not one to give up easily. He hired a private tutor who taught him a recently invented system for collecting, grouping, and naming plants. In 1766, Banks made his first long ocean voyage as a naturalist. At the end of this voyage, Banks published his extensive notes.

Banks's work attracted the attention of other scientific minds back in England. He became a respected scholar. His new prestige gave Banks the opportunity to go on several other sea voyages, including one that took him around the world. Banks was exposed to many new kinds of plants on these voyages. One of the plants that Joseph Banks saw on his voyage was the breadfruit tree that impressed him. Apparently, the fruit of the breadfruit tree is quite delicious and filling, not only feeling like fresh bread but also tasting like it.

23 Keisha discovers that one sentence in paragraph 2 of Draft A does not relate to the topic. Which of the following sentences does *not* belong?

- A Banks’s work won the respect of other scientists; soon after his return to England, he was invited to join a group of scholars called the Royal Society.
- B The Royal Society was founded in 1660, almost 350 years ago.
- C The long sea voyage took Banks around the world.
- D One of his most exciting plant discoveries was the breadfruit tree of Tahiti.

24 Keisha adds information to paragraph 1 of Draft B that she did *not* include in Draft A in order to —

- F give the paragraph a more persuasive tone
- G provide insight into the time in which Banks lived
- H ensure that the paragraph has plenty of sentence variety
- J provide specific details about the methods botanists use

25 Keisha wants to rewrite this sentence from paragraph 2 of Draft B: One of the plants that Joseph Banks saw on his voyage was the breadfruit tree that impressed him. How can Keisha *best* rewrite this sentence to make it clearer without changing the meaning?

- A Joseph Banks saw on his voyage one of the plants that impressed him, it was the breadfruit tree.
- B On his voyage, Joseph Banks saw the breadfruit tree that impressed him—a plant.
- C Seen by Joseph Banks on his voyage and impressing him was one of the plants he saw, the breadfruit tree.
- D Joseph Banks was impressed with the breadfruit tree, one of the plants he saw on his voyage.

26 In Draft B Keisha wants to add this sentence describing a breadfruit tree: A nutritious two- to five-pound melon with starchy yellow flesh, breadfruit ripens to about the consistency of an unsweet mango. Where would it *best* fit?

- F At the beginning of paragraph 1
- G At the beginning of paragraph 2
- H At the end of paragraph 1
- J At the end of paragraph 2

Read the next part of Keisha’s rough draft, and use it to answer questions 27–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

Banks wondered if breadfruit trees could be grown successfully in other hot places, like Jamaica. As the years passed, he became more important in scientific circles. He was a Fellow of the Society of Antiquities, a Trustee of the British Museum, and an adviser to the Royal Botanic Gardens, a position to which he was appointed by King George III. By 1787, he had enough influence to organize a voyage to Tahiti to collect some breadfruit trees. The breadfruit trees would be delivered as ship’s cargo to Jamaica. Banks’s duties in England prevented him from going on the voyage, but he had confidence that his friend Captain Bligh was able to carry out the project productively.

It was not to be, however. Captain Bligh’s ship, the *Bounty*, became the scene of one of the most famous revolts of all time. The crew disliked Captain Bligh and resents having to care for the young breadfruit trees. Taking over the *Bounty*, they set Captain Bligh and his few loyal men adrift in a small boat in the Pacific Ocean, expecting them to drown or die of thirst. Amazingly, after forty-seven days on the open sea, Bligh succeeded in guiding his men to a safe harbor.

In spite of the captains agonizing experience, he still wanted to be the one to transport breadfruit trees to Jamaica. In 1793, he finally succeeded in taking those trees. When Banks died twenty-seven years later, on June 19, 1820, it was with the satisfaction of knowing that his dream of bringing breadfruit to the Americas had come true.

Several films offer more information and entertainment concerning Captain Bligh’s voyage. The 1935 movie classic *Mutiny on the Bounty*, starring Clark Gable and Charles Laughton, is about the events that took place on this ill-fated voyage. Anthony Hopkins and Mel Gibson star in the 1984 version, *The Bounty*.

27 How is Bligh was able to carry correctly written?

- A Bligh could have been able to carry
- B Bligh would be able to carry
- C Bligh had been able to carry
- D As it is

28 How is and resents correctly written?

- F and will resent
- G and is resenting
- H and resented
- J As it is

29 How is they set Captain correctly written?

- A they sit Captain
- B they sat Captain
- C them set Captain
- D As it is

30 How is captains correctly written?

- F captains'
- G captains's
- H captain's
- J As it is



Answer Key-2B38P

Test Sequence Number	Correct Answer	Reporting Category	Reporting Category Description
1	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes
2	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes
3	C	001	Plan, compose, and revise in a variety of forms for a variety of purposes
4	G	001	Plan, compose, and revise in a variety of forms for a variety of purposes
5	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes
6	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
7	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
8	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
9	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
10	G	002	Edit for correct use of language, capitalization, punctuation, and spelling
11	A	002	Edit for correct use of language, capitalization, punctuation, and spelling
12	F	001	Plan, compose, and revise in a variety of forms for a variety of purposes
13	A	001	Plan, compose, and revise in a variety of forms for a variety of purposes
14	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes
15	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes
16	H	001	Plan, compose, and revise in a variety of forms for a variety of purposes
17	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes
18	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
19	C	002	Edit for correct use of language, capitalization, punctuation, and spelling
20	J	002	Edit for correct use of language, capitalization, punctuation, and spelling
21	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
22	H	001	Plan, compose, and revise in a variety of forms for a variety of purposes
23	B	001	Plan, compose, and revise in a variety of forms for a variety of purposes
24	G	001	Plan, compose, and revise in a variety of forms for a variety of purposes
25	D	001	Plan, compose, and revise in a variety of forms for a variety of purposes
26	J	001	Plan, compose, and revise in a variety of forms for a variety of purposes
27	B	002	Edit for correct use of language, capitalization, punctuation, and spelling
28	H	002	Edit for correct use of language, capitalization, punctuation, and spelling
29	D	002	Edit for correct use of language, capitalization, punctuation, and spelling
30	H	002	Edit for correct use of language, capitalization, punctuation, and spelling

**Total RS_SS Conversion for
EOC Writing 2B38P combined with Prompt 210**

From Raw Score (greater or equal)	Converted Scale Score
1	037
2	056
3	075
4	094
5	113
6	132
7	194
8	225
9	243
10	257
11	267
12	276
13	284
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41	436
42	443
43	452
44	461
45	472
46	485
47	500
48	518
49	539
50	563
51	588
52	600
53	600
54	600

